

REPORT OF THE PRESIDENT

GIRARD COLLEGE

The CITY OF PHILADELPHIA, *Trustee*

FOR THE YEAR 1955

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January 1, 1956

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Resident Master in Science and Guidance

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Ph.D., *University of Pennsylvania*
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Ph.D., *University of Pennsylvania*
Head, Department of Science

JOHN A. LANDER

B.S. and A.M., *Temple University*
Resident Head, Department of Foreign Languages

DAVID C. WOLSTENHOLME

B.S., *Arnold College*; Ed.M., *Temple University*
Head, Department of Physical Education

ALBERT H. SCHOELL

B.S. and A.M., *University of Pennsylvania*
Head, Department of Mathematics

HENRY V. ANDREWS

A.B., *Cornell University*
Speech and Dramatics

HARRY C. BANKS, Jr.

Mus.Bac., *Zeckwer-Hahn Music Academy*;
Mus.Doc.(hon.), *Muhlenberg College*; A.A.G.O.
Director of Vocal Music

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A.B., *Temple University*
Substitute Housemaster, Mariner Hall

† **JAMES L. COLLIER**
Housemaster, Secondary School

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B.S. in Ed., *University of Pennsylvania*
Printing

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B.S., *University of Maryland*; M.S., *George Washington University*
Chemistry

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A.B., *Dartmouth College*; M.C.S., *Bryant and Stratton Commercial School*,
Boston, Massachusetts
Resident Master, Mariner Hall
Foreign Languages

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A.B., *University of North Carolina*; M.A., *University of Pittsburgh*
Substitute Housemaster, Banker Hall

† Leave of Absence

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B.S., *Rutgers University*

Resident Master, Mariner Hall

Guidance

ROY N. GLERUM

Substitute Housemaster, Banker Hall

VERA L. GOODRICH

B.S. and Ed.M., *Temple University*

English

JAMES M. HAMILTON

Lieut. Colonel, Infantry Reserve

Military Science and Tactics

NICOLE HEBERT

Licence d'Italien, Sorbonne, Paris, France

Resident Teacher in French

J. HOLLAND HECK

A.B. and E.E., *Stearthmore College*

Applied Electricity

DONALD J. JOHNSON

B.Ed., *Keene Teachers College, New Hampshire*

Resident Master, Banker Hall

Social Studies

HENRY WEEKS JONES

B.S. in Ed., *Temple University*

Resident Master, Banker Hall

Physical Education

NORMAN L. JONES

B.S. and A.M., *University of Pennsylvania*

Housemaster, Merchant Hall

English

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A.B., *Harvard University*

English

CHARLES L. MAILLARDET

B.S. in Ed., *University of Pennsylvania*

Guidance and Handicrafts

RALPH W. MARCH

B.C.S., *New York University*; B.S. in Ed., *Temple University*

Department of Business Education

THOMAS B. McCLOUD

A.B., *Washington College, Maryland*

Housemaster, Bordeaux Hall

Mathematics

FERN McCracken

A.B., *Waynesburg College*; A.M., *Pennsylvania State University*

English

MIRIAM MCGHEE

B.S., *University of Pennsylvania*
Director of Social Instruction

PERCY E. MILLER

B.S., *Gettysburg College*; A.M., *University of Pennsylvania*
General Science

ROBERT W. MORRISON

B.S., *West Chester State Teachers College*.
M.S., *University of Pennsylvania*
Instrumental Music

EARL E. MORROW

Auto Mechanics

JOHN D. MYERS

A.B., *Amherst College*; *Columbia University*
Housemaster, Banker Hall

PAUL A. NEWHARD

B.S. in Ed., *West Chester State Teachers College*
Housemaster, Bordeaux Hall

F. HAYDON PEREIRA

Mechanical Drawing and Trade Drafting

ALBERT W. RICHARDSON

B.S., *Boston University*
Resident Master, Junior School
Guidance

MARTIN H. ROTAN

Pattern Making

BENJAMIN ROTHBERG

Phil.B., *University of Kiev*; A.B., *University of Pennsylvania*
Housemaster, Mariner Hall

HENRY SCHWANEGER

A.B., *Gettysburg College*; A.M., *University of Pennsylvania*
Housemaster, Secondary School

SAMUEL R. SHIRLEY

B.S. and Ed.M., *Temple University*
Mathematics

GEORGE A. SHUSTER

Foundry and Sheet Metal

JOSEPH I. SHUSTER

A.B., *Franklin and Marshall College*
Resident Master, Merchant Hall
Mathematics

LOUISE G. SIGMUND

B.S. in Ed., *University of Pennsylvania*
Social Studies

JOSEPH J. SUNGENIS

B.S., *Temple University*
Department of Business Education

GABRIEL G. VERBICK

B.A., *University of Pittsburgh*
Resident Master, Merchant Hall
English

H. EMORY WAGNER

A.B., *Washington Missionary College*; A.M., *George Washington University*
Social Studies and Guidance Counselor

PAUL ZDANOWICZ

A.B., *Bowdoin College*; M.Ed., *University of Maine*
Resident Master, Allen Hall
French

WILLIAM F. ZEIL

A.B., *Villanova College*; A.M., and LL.D.(hon.), *Webster University*
Resident Master, Allen Hall
Art

ELEMENTARY EDUCATION

Director of Elementary Education

MALCOLM J. NICHOLSON

A.B., and A.M., *Dalhousie University*

Assistant Director

ERNEST L. OGDEN, Jr.

B.S. in Ed., *Boston University*

GEORGE H. DUNKLE

B.S., *West Chester State Teachers College*; Ed.M., *Pennsylvania State College*
Senior Resident Master, Lafayette Hall
Science

THOMAS H. BRADLEY

B.S., *Springfield College, Massachusetts*
Resident Master in Physical Education

MAGDALENE H. BROSIUS

B.S. in Ed., *West Chester State Teachers College*; Ed.M., *Duke University*
Teacher, Elementary Schools

ISABEL C. BROWN

B.S. and A.M., *University of Pennsylvania*
Teacher, Elementary Schools

GRACE H. CAMPBELL

B.A., *Wilmington College, Ohio*
Governess, Elementary Schools

MARTHA R. COOPER

B.S. in El. Ed., *Shippensburg State Teachers College*; Ed.M., *Temple University*
Teacher, Elementary Schools

FLETCHER S. COOPER

B.S. and M.A., *Western Michigan College*
Resident Master, Junior School
Physical Education

BETTY L. CORNELL
A.B., *Augustana College, Rock Island, Illinois*
Substitute Teacher, Elementary Schools

ELEANOR R. COX
B.A., *Wheaton College*
Substitute Teacher, Elementary Schools

HELEN RUSSELL CRAIG
Governess, House Group

DOROTHY DANDOIS
B.S. and M.S. in Ed., *University of Pennsylvania*
Teacher, Elementary Schools

ANNE E. DESOBEAU
Lycee de Jeunes Filles, Mulhouse, France
Governess, Elementary Schools

GERTRUDE L. DETWILER
Mus. B., *Bluffton College*
Governess, House Group

JANET F. DUVAL
Governess, Junior School

† LOUISE M. ELKO
B.S., *Columbia University*
Teacher, Elementary Schools

RUTH F. EPLER
A.B., *Hood College*; M.S., *University of Pennsylvania*
Teacher, Elementary Schools

FRANCES M. FILEWICK
B.S. in Ed., *West Chester State Teachers College*; M.S., *University of Pennsylvania*
Substitute Teacher, Elementary Schools

KENNETH T. FLEMING
Housemaster, Elementary Schools

RUTH H. FRAME
B.S. in Ed., *Temple University*
Teacher, Elementary Schools

LEAH E. GAUGHAN
West Chester State Teachers College
Teacher, Elementary Schools

EDWIN O. GECKELER
B.A., *Haverford College*; M.A., *University of Pennsylvania*
Resident Master, Elementary Schools

JEWELL P. GLEASON
B.S., *Temple University*
Teacher, Elementary Schools

† Leave of Absence

ANNE G. GREENE
A.B., *East Carolina Teachers College*
Governess, Junior School

MICHAEL B. GROFF
Temple University
Physical Education

PATRICIA B. HARTMAN
B.S., *Farmington State Teachers College*
Substitute Resident Teacher, Elementary Schools

ROBERT E. HARTMAN
B.S., *East Tennessee State College*; M.A., *George Peabody College*
Resident Master, Lafayette Hall
Physical Education

NANCY E. HILL
Moore Institute of Art
Governess, Junior School

HAROLD F. HOLMAN
A.B., *Maryville College*; A.M., *Washington College, Tennessee*
Resident Master, Junior School
Mathematics

NANCY E. HUTCHISON
Governess, Elementary Schools

BERYL W. IRVIN
Governess, Junior School

MARJORIE H. KIRK
B.S. in Ed., *Temple University*
Teacher, Elementary Schools

CHARLOTTE M. KNAPP
B.S. in El.Ed., *Lock Haven State Teachers College*; A.M., *Columbia University*
Teacher, Elementary Schools

S. LOUISE KRESGE
B.S. in Ed., *Kutztown State Teachers College*
Substitute Teacher, Elementary Schools

IRENE S. LANDIS
Governess, Junior School

DONALD L. LODER
Substitute Housemaster, Elementary Schools

GENEVIEVE L. McCAIN
A.B., *Dickinson State Teachers College, North Dakota*; A.M., *Columbia University*
Teacher, Elementary Schools

LORETTA McCORMICK
B.S., *Temple University*
Teacher, Elementary Schools

MARGARET E. McFATE
A.B., *College of Wooster, Ohio*; B.S., *Carnegie Institute of Technology*.
Litt.M., *University of Pittsburgh*
Teacher-Librarian, Elementary Schools

LINFORD H. MOYER
West Chester State Teachers College
Manual Arts

MARY BOYER MURRAY
B.S. in Ed., *Temple University*
Substitute Teacher, Elementary Schools

CORINNA L. ORISHIMO
Mary Drexel Training School
Substitute Governess, Junior School

ELIZABETH C. POTTS
B.S., *University of Pennsylvania*; A.M., *Smith College*
Teacher, Elementary Schools

PAULINE RANCK
B.S., *Bloomsburg State Teachers College*; M.S., *Temple University*
Teacher, Elementary Schools

CAROLINE P. RHODS
A.B., *Mount Holyoke College*; A.M., *Columbia University*
Teacher, Elementary Schools

JOSEPH A. ROSI
B.S. in Ed., *North Adams State Teachers College*, Massachusetts
Resident Master, Lafayette Hall
Elementary Education

JANICE M. SARGENT
B.S. and A.M., *Columbia University*
Teacher, Elementary Schools

ELIZABETH M. SCHANELY
B.S., *Temple University*
Teacher, Elementary Schools

HERBERT A. SCHWAB
Tyler School of Fine Arts, Temple University
Manual Arts *

JULIET E. STACKS
B.S. and A.M., *Maryland College for Women*
Governess, Junior School
Accompanist

EDGAR T. STEPHENS
West Chester State Teachers College
Physical Education

CHESTER B. SWEIGART
Millersville State Teachers College; B.S., *University of Pennsylvania*
Housemaster, House Group

* Part Time

OLEINE M. TURNER
Governess, Junior School

† **BARBARA ANN VARNEY**
A.B., *Bates College, Maine*
Governess, Elementary Schools

ELIZABETH VERRIER
Governess, House Group

ELIZABETH S. WHITACKER
B.S. and A.M., *Columbia University*
Teacher, Elementary Schools

JOSEPH T. WILEMAN
B.S., *Millersville State Teachers College*
Resident Master, Elementary Schools

MARIAN L. WILSON
A.B., *Smith College*; A.M., *Columbia University*
Teacher, Elementary Schools

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NORMAN M. MacNILL
M.D., *Jefferson Medical College*
Assistant Physician

NATHAN P. STAUFFER
D.D.S., *University of Pennsylvania*; M.D., *Jefferson Medical College*
Oto-Laryngologist

WILLIAM T. HUNT, Jr.
M.D., *Jefferson Medical College*
Ophthalmologist

KENNETH E. FRY
B.S., *Whitman College*; M.D., *Jefferson Medical College*
Consulting Surgeon

SHERMAN A. EGER
A.B., *Ursinus College*; M.D., *Jefferson Medical College*
Consulting Surgeon

JOHN J. GARTLAND
A.B., *Princeton University*; M.D., *Jefferson Medical College*
Consultant Orthopedist

† Leave of Absence

MAGDALENE SUTER
 R.N., St. Lucas Hospital, Faribault, Minnesota; Jewish Hospital, Philadelphia
 Director of Nurses
 and Anesthetist
 ELIZABETH M. LEISTER
 R.N., Lankenau Hospital, Philadelphia
 Assistant Director of Nurses

Nurses

HELEN E. STEVENS
 R.N., Protestant Episcopal Hospital, Philadelphia
 ELIZABETH J. RITCHIE
 R.N., Woman's Medical College Hospital, Philadelphia
 ETHEL CAMPBELL
 R.N., Methodist Episcopal Hospital, Philadelphia
 Assistant Director, in Charge of Dental Clinic
 EDWARD R. COLEMAN
 D.D.S., University of Pennsylvania
 Orthodontist

Assistant Dentists

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 D.D.S., Temple University
 PETER MIRONENKO
 D.D.S., University of Pittsburgh
 CHARLOTTE R. CRANMER
 R.D.H., Temple University
 Dental Hygienist

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 B.S., University of Pennsylvania
 Assistant to Director

MILFRED S. HILL
 Field Representative

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B.S. in Ed., Gorham State Teachers College, Maine; M.A., Columbia University
 Psychologist

ROGER E. WATSON
A.B., *Dartmouth College*; M.D., *University of Pennsylvania*
Psychiatrist

LIBRARY

Librarian

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A.B., *University of Washington*

ELSIE D. CHENEY
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A.M., *University of Pennsylvania*
Assistant Librarian

JOSEPHINE McG. KIPPING
B.S. in Ed., *Millersville State Teachers College*
Assistant Librarian

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Assistant Business Manager

JOHN H. SMITH
Assistant to Business Manager

ALFRED MOSCARIELLO
B.S., *Temple University*
Office Manager

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B.S. and M.S., *Temple University*
Food Service Manager

RITA McALARNEN
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Dietitian

ELIZABETH McMICKING
Supervisor, Housekeeping and Clothing

DOROTHY E. FREKING
Assistant Supervisor, Housekeeping and Clothing

THELMA DuHADAWAY
Assistant Supervisor, Housekeeping and Clothing

HEYWOOD M. WILEY
Foreman of the Laundry

PHILIP PIERSON
Operating Foreman-Shoeshop

GIRARD COLLEGE

PRESIDENT'S REPORT FOR 1955

Girard College, December 31, 1955

Board of Directors of City Trusts,

Gentlemen:

Flowers have been placed around the sarcophagus and statue of Stephen Girard on Founder's Day for many decades. Alumni groups from all over the country participate in this traditional expression of appreciation and gratitude for the educational opportunities that were theirs.

It was, however, unexpected and unusual for the school to notice, as it went its customary ways on Commencement morning in 1955, a large, beautiful floral basket before the statue. The many who walked over to read the message on the steel and garnet ribbon found that it said simply, "Thank You — Class of 1955." The spirit which prompted that act flavored the year, which was one of quiet progress rather than spectacular development. Human relationships were strengthened as boys and staff worked closer and more smoothly together in the routine of boarding school life.

A study of the first quarter century's work ending in 1955 at the St. Andrew's School in Middletown, Delaware, includes this relevant and descriptive statement: ". . . a boarding school differs from a day school in that the students are in residence not just for the school day, but for the whole day and for the whole school year. The school environment must provide for the whole boy, not just a part of him. It must provide the means of intellectual attack, and this the classroom curriculum is designed to do. It must provide the means of physical, emotional, and social maturation . . . the fact of residence and the consequent opportunities so offered for 'out-of-school' social, physical, and emo-

tional maturation distinguishes a boarding school from a day school and in a large measure accounts for the difference in classroom approach which often marks the two."

Girard College during 1955, allowing for its specialized program, continued to adapt certain boarding school practices to its needs. They should add to the all-around development of students, but they are often difficult to set up in our urban situation. There are now, for instance, 15 families living on the campus. Social life among the resident staff has been stimulated, and student activities, such as dances, athletic contests, and parties, are attended more regularly and with greater interest and enthusiasm than in earlier years. Many adults eat in the student dining rooms, where most helpful contacts are developed. Likewise faculty members get together oftener informally and with increasing frequency in their homes.

An increasing need, which is highlighted as the resident staff increases in size, is the construction of suitable faculty housing. Accompanying it is the obvious desirability of remodelling as many as possible of our older dormitories. These two needs, plus our ever-present responsibility to maintain an adequate and just salary pattern, have been particularly under study during 1955. The salary-wage increases granted voluntarily by our governing Board in September were both appreciated and productive of good will throughout the campus. We continually face, however, the problem of the most efficient use of the smallest possible staff as one important way to maintain adequate remuneration.

ELEMENTARY EDUCATION

It has now been five years since the first resident master was employed to instruct boys below high school age. There are at present four men who teach in grades five and six and live with the boys in Lafayette Hall. These boys once presented a somewhat troubled group, harassed at times by problems, discipline, and other vicissitudes. Today, despite the aging physical features of their building, this group enjoys an excellent student-teacher relationship, which has set a high and noteworthy standard. School work and dormitory life have both ben-

efired from this change in personnel assignments for this age-group.

The backbone of the Middle and Junior Schools is the group of well trained, experienced teachers and household officers. Not only is their professional work of superior quality, but they share a warm affection with those whom they teach. A well known educator said not long ago that the truly fine teachers were those who liked children naturally and grew to love them and their ways. Girard College has many such, whose influence on growing boys is one of our prime contributions to their welfare.

The Library-Laboratory continues its outstanding contribution to the younger pupils. To its books, periodicals, radios, and older type audio-visual aids, there was added this year a television set. Plans are under way to purchase a daylight classroom projection screen. A classroom will be available which will make an excellent location for all audio-visual activities. No small reason for the effectiveness of the Library-Laboratory is the excellent leadership it enjoys.

Work is in progress towards reviewing, with the intent to revise, some of the present courses of study. First to be scrutinized are those in arithmetic and handwriting. Thought is also being given to integrating them with the Junior High School courses. Other activities in the Elementary Schools have included a revision of the Student Council organization and an increased athletic program, intra- and extra-mural.

During the year smaller classes prevailed. The Assistant Director of Elementary Education states, "The size of our classes is perhaps the strongest feature for good educational practices in the Elementary Schools . . . (They) permit individual help and remedial instruction by the classroom teacher." Speaking primarily of out-of-school groups, the Director of Elementary Education states, "Smaller groups mean more effective teaching and guidance, and a closer and more satisfactory relationship between boy and officer." During the year three positions in the Elementary Schools were left unfilled as it became necessary to economize because of the effects of inflation upon our income.

Mr. Malcolm J. Nicholson was appointed Director of Ele-

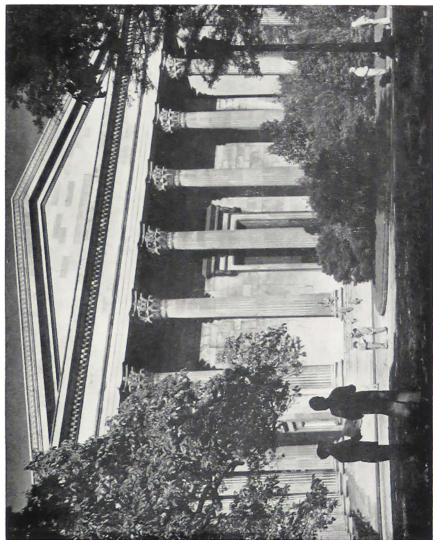
mentary Education on May 1. He brings to this important post unusual training and experience, and particularly the ability to get close to and guide younger boys. On the staff of the College since 1929, Mr. Nicholson has been successively housemaster, senior housemaster, and Associate Director of the department. Mr. Ernest L. Ogden, Jr., Resident Master in the Elementary Schools, was made Assistant Director of Elementary Education on the same date. A graduate of Boston University, he had taught and supervised in the public schools of New England before coming to Girard. He brings to his new assignment sound preparation and a thoroughness of execution which should strengthen the academic program.

SECONDARY EDUCATION

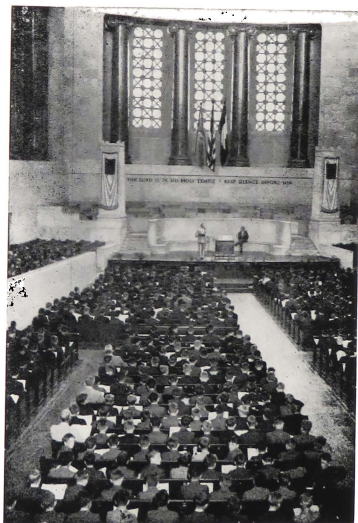
The Vice-President of the College, who also serves as Director of Secondary Education, reports that the High School "has enjoyed a successful year." Students and faculty have approached their problems seriously and, in the main, with good spirits. The curricula are adequate to prepare graduates for business and for higher education. There is, however, a need for a less exacting course of study both for some of our present students and for others who may be admitted in the future. The matter is under study by a faculty committee.

A stronger trend towards entering college or university upon graduation from Girard is evident. About one-third of the Class of 1954 and almost 45% of the Class of 1955 are pursuing higher education, while nearly half of the 1956 class will apparently attempt to do so. There seems little doubt that college preparation must remain a primary aim of our instruction. Standards of academic achievement now compare favorably with those of many other secondary schools; they must be maintained at a high level since even under the most favorable of circumstances our graduates need scholarship help. We are developing working agreements with a few good colleges, so that they will take, each year, one or two of our best boys, awarding them substantial financial assistance, upon our recommendation of their character and potentiality as students.

The semester honor rolls in January and June were high.



FOUNDER'S HALL



THE CHAPEL

They included approximately 16% of all boys in grades eight to twelve, both inclusive. Failure lists likewise were shorter, additional evidence of a wholesome condition. Less satisfactory, however, is the effort to develop a strong sense of responsibility throughout the student body; progress nonetheless is being made. There is, however, still room for improvement in the relationship between boys and adults.

Among the departments of instruction some interesting developments are noted. Student publications include more boys, who produce better products. The same high level of speech instruction is evident in assemblies and upon other occasions. A new mathematics syllabus is in preparation, and almost 50% of the senior class is enrolled in elective courses in that field; this is far above the national average. In science more use is being made of display material, and the high morale among students and teachers is commented upon.

Modern language and English teachers find classes too large for effective work. The former note the unification of course and text requirements and express interest in the possible introduction of French into the elementary schools. The Social Studies Department is concerned with working towards improved study habits, attitudes, and skills. An important outside contact has been established in Business Education by membership in the Junior National Office Managers Association.

The Mechanical Instruction Department reports the installation of new equipment in various shops. It notes the keen desirability of converting its remaining old-style, belt-driven machines to individual motor-driven units. Work and study opportunities provided by our vocational teaching is one of the strong reasons for the greater potentiality of the Girard College graduate.

Under the supervision of Mr. Charles T. Cunningham, the provision of information relative to college, careers, and the armed services is better organized and more extensive than before. There is also a growing number of contacts between boys and adults, some of whom are specially trained in guidance. Efforts are being made to establish personal touch with those students who seem to need counseling in some phase of their lives.

Girard College continues a large and extensive work-program by its boys in both the food service area and in the dormitories. As the number of students has lessened, there has not been a proportionate abatement in the labor to be done. The Vice-President calls attention to this fact and points out that the demands of the activity are making inroads into time that could well be used for other things. He states, however, that boys adjust to it very well and seem to gain an appreciation of the work, planning, and supervision involved in operating so large a school.

Meals generally are good, and Mr. George B. Diament, as Manager of Food Service, continues to foster a spirit of co-operation between his department and those whose services it demands. The practice of holding boys responsible for loss and avoidable damage to school property seems to be having a salutary effect in that total losses are gradually decreasing. The rearrangement in the distribution of such personal care items as clothing, toilet articles, and other supplies, has resulted in a more satisfactory and efficient service.

The year 1955 marked the third full year since annual promotions were adopted. The results are gratifying. Not only is the number of failures being reduced, but the boys seem to enjoy a greater feeling of security in their academic work. In turn, there is reflected throughout the high school a more co-operative spirit. This is often evident in Allen Hall, now the residence of the senior class for a full year. Formerly, the group would just about be well settled when they would graduate at the semester end. Today our oldest boys have time really to enjoy life in our best upper school dormitory. The fact they are more contented seems to have a positive effect on the younger boys, who look to them for guidance. The atmosphere of the whole campus tends to be changed for the better.

The Girard Battalion had an unusually successful year. Drill on Founder's Day under the experienced eye of Lieutenant General S. D. Sturgis, Jr., Chief of the United States Army Engineers, was a compliment not only to its Commandant, but to officers and rank and file as well.

Alumni also remember with pleasure and appreciation the

Dramatic Club. This organization was again active, and its productions showed the same high standards for which it has long been noted.

PHYSICAL EDUCATION AND RECREATION

The new President of the Philadelphia Board of Public Education is advocating a sizable expansion in the city's Physical Education program. He feels that all children should be prepared to find profit in training for the increasing amount of leisure forecast for the future. It is interesting to note that many of the additions he suggests are usual procedures at Girard College.

Elementary School boys receive instruction in swimming from the third grade upward. All grades participate in organized and unorganized games. There are also free play periods for every pupil. A limited but adequate number of contests are played with other schools in soccer, basket-ball, and baseball on an age-grade basis.

An already good swimming course has been improved for Junior and Senior High School students by the addition of many American Red Cross requirements. The Girard boy now enjoys swimming instruction that compares favorably with that of our country's best secondary schools. By the end of the senior year nearly every boy will be eligible to take the Senior Life Saving Tests if he desires.

Gymnasium classes have been revised to give all students a well-rounded physical development. The courses include testing, body-building exercises, fundamentals on apparatus, and an introduction to wrestling and track.

The Head of the Physical Education Department notes that despite more difficult requirements, achievement has improved. He states, ". . . the number of failures has diminished markedly," owing, he believes, to sound and painstaking instruction by the teachers.

One hundred and sixty-one athletic contests were held with fifty-five public, private, and parochial schools. There are now teams in nine sports. While there is no undue emphasis on win-

ning, the schedules are not easy, yet Girard teams were victorious in 64% of their games.

The Rifle Club now enrolls forty-five members. Intramural sports continue to be popular. A high percentage of the boys not engaged in inter-scholastic athletics take part in hundreds of such games played annually. Even the smallest have their soccer and baseball leagues.

After experiencing reorganization and rapid growth during the past few years, the Boy Scout program has settled down. Under the enthusiastic leadership of volunteer scoutmasters, including Mr. Frank Manton, '11, and members of the Philadelphia Area Alumni Chapter of Alpha Phi Omega, the national scouting fraternity, who are students at or graduates of Drexel Institute of Technology, LaSalle College, and Temple University, a good program has been constructed. It is strengthened by the contributions of our own staff in arranging for hikes, the care of supplies, and supervisory oversight. The Head of the Physical Education Department has been most helpful in this area, as in others.

Our first dinner in Girard history for lettermen was held in Founder's Hall late in the spring. It was organized by a large committee under the chairmanship of Mr. Samuel R. Shirley. The chief speaker was Mr. Jeremiah T. Ford, Director of Athletics at the University of Pennsylvania. His excellent talk on the ethics of sportsmanship was much appreciated by the ninety odd letter winners, who attended the pleasant and efficiently run affair. The cooperation of the Business Manager's Office in the serving of food from the Dining and Service kitchen, under the supervision of Mr. George B. Diament, was most helpful, as was the assistance of many student waiters who volunteered for this duty.

LIBRARY SERVICE

The head librarian presents an encouraging summary of library activities. She states, "The year 1955 was a satisfactory one in all departments of the Library. The statistical report shows no material increases in the various library activities, but this may be attributed mainly to the decrease in our total student

population. One of the primary interests in keeping statistics is to learn whether our students are doing more reading or less than they were formerly. With a varying population we are likely to get a distorted picture when making comparisons with former years unless those comparisons are made upon a per capita basis. Let us look at the situation from that angle.

"In the High School division the average number of library books read by each boy last year was twenty-one and one-half books, an increase of two books per boy over the preceding year and an increase of five books per boy within two years. In the Elementary division, where the Middle School boys are among our most avid readers, the average per capita reading of the boys was twenty-eight books, an increase of two books per boy over the preceding year and an increase of four books per boy within two years. These figures are based solely upon the number of books drawn out of the Library. They do not take into consideration the many books and magazines read within the various departments of the Library, or the collections of books sent to classrooms and to sections. It is encouraging to note the gradual increase in the amount of reading being done, especially that done by the older students whose reading interests have suffered in recent years with the invasion of television.

"Again, in the matter of attendance, the total figure for student attendance in the main Library in 1955 was 30,349 plus 8,025 attendance in the Elementary Library-Laboratory, making a grand total of 38,374 visits by boys to the various library departments. The total figure for 1954 is 41,187, but the per capita rating shows that each boy visited the Library an equal number of times both years—thirty-eight visits per boy each year. Of these visits about twenty were rostered periods during school hours and the remaining eighteen were voluntary visits after school hours. Smaller class groups in 1955 gave each boy the advantage of more individual help in selecting his books, an extremely important factor with the younger readers.

"During the past year 1499 volumes were added to the collection and 1623 discarded or lost. The total number of volumes in the library at the year's end was 92,020.

"This year an interesting departure from usual procedures is that of allowing high school students to use the Library as their place of study on two evenings a week. Starting in a small way with a few selected students, this plan may broaden in scope if it proves feasible. It affords the students an ideal study set-up with easy access to the abundant supply of reference materials in the Library. The students are under the supervision of a resident teacher. With the cooperation of the teachers of these accelerated students the use of this time in the Library can be made extremely profitable to them.

"*Book Week* was a pretentious affair in Philadelphia this year. Sponsored by the Free Library and the Board of Education, the first *Philadelphia Book Fair* was held at the Pennsylvania Academy of the Fine Arts throughout the month of November. Through the efforts of librarians, Miss McFate and Mrs. Kipping, arrangements were made for all boys of the fourth and fifth grades to visit the Fair. At each event the boys saw and heard leading authors and illustrators of children's books and spent time browsing among the gayly arranged exhibits of new books.

"Through the aid of the *Alumni Fund* the Alumni Memorial Room in the Library is now equipped with handsome wood cabinets for holding the collection of phonograph records now grown to some two hundred albums. This was a much-needed addition to the room, as the records were not properly protected before and the breakage was large. The cataloguing of these albums has recently been completed, and they are now available for use both in and out of the Library. The Alumni Memorial Room, more familiarly known to the older students as the 'Music Room', is a constant source of great pleasure and enrichment to these boys.

"Our Library has long enjoyed association with the many library activities in the Philadelphia community. We participate in the Inter-library Loan System of exchanging books with other libraries, and we serve as a practice field for students from the Drexel School of Library Science who are interested in school library work. As a member of the Special Libraries Association our rich historical collection of Stephen Girard Papers is brought

to the attention of research scholars. Each member of the staff has held various offices in the School Librarians' Association of Philadelphia. Through these and other contacts the members of our Library staff were drawn into the committee work that set the stage for the gala event in July, when Philadelphia was host to the American Library Association. For one week the city swarmed with librarians, some eight thousand of them, from all parts of the country. Our Library was among those chosen to be visited by especially arranged tours and members of the College staff aided the librarians in welcoming the guests.

"It was of great interest to find that two of the visiting delegates from midwestern libraries were Girard graduates. One is now Librarian of a large county library in Steubenville, Ohio. The other entered the library field through a chance army assignment and now heads the order department in an Iowan public library. A third alumnus who is in a sense a member of the library profession, and who might be added to our Girard list, is now head of the Aeronautics Division of the Reference Department in the Library of Congress. He was recently awarded the Guggenheim Chair in Aeronautics for his scholarly editorship of the 'Papers of Wilbur and Orville Wright.'

"Miss Mary L. Smythe, a member of the Library staff for twenty-seven years, retired in August. She had spent about one-third of that time as Children's Librarian and the other years as Assistant Librarian in the High School division. Her ready Irish wit and great enthusiasm for books and boys made her a much sought after person. She once termed the Library a place where 'boy meets book', and that is what usually happened when she was around. The fruit of her labors will be the love of reading planted by her in the hearts and minds of hundreds of Girard boys. Mrs. Josephine M. Kipping joined the Library staff in September, bringing youth and new viewpoints to the work with the younger boys."

Few schools and only a small group of the nation's best liberal arts colleges can match the Girard College library in size, physical equipment, and usefulness. It has possibilities yet unexplored to broaden the experience of Girard students, and is one

of the reasons why the latter are successful in advanced education and business.

The present administration plans, for 1956, a detailed study of library operations, with a view to improving their scope and efficiency. It believes that the efficiency can be improved despite the need for economy throughout the total program. Meanwhile it concurs with the final paragraph of the library report which states, "We are fortunate in having a library staff whose enthusiasm is not dimmed by the vicissitudes of life in a boarding school; a staff very optimistic about the future of Girard College"

MUSIC

The fortieth annual Christmas Concert marked the last for Dr. Harry C. Banks, Jr., and the thirty-eighth in which he had a part. Warm appreciation was shown by the large audience for his contribution to Girard boys over his years as organist, choirmaster, and now Director of Vocal Music.

He is also a composer of distinction. His many numbers for choir and organ are being bound for the Library in suitable fashion; here they will be preserved for future study and use. Few schools have enjoyed the teaching and creative power of so fine a musician for so long a period of time.

The vocal instruction during the past year was similar to that in 1954, except for one change. Miss Ruth H. Frame assumed the leadership of the Junior School assembly singing, freeing Dr. Banks for high school assemblies.

A reprint of the *Book of Worship* is in the press, but there is need to replace obsolete song collections used in the upper school assemblies. The lower school boys also would profit by new books which should be different from those used by the older students.

Dr. Banks suggests that, in view of the great amount of time devoted by choir members to the preparation of anthems and other special music, their Student Work Program assignments be lightened.

Under the leadership of Mr. Robert W. Morrison, the teaching of instrumental music during 1955 has continued in the

same general pattern as in the past several years. Small groups of students report to the music rooms for instruction according to a rotating schedule designed to interfere as little as possible with other work. Band rehearsals are held after school hours.

The addition of a Junior Housemaster, whose duty is to teach the instruments, has made it possible for the Drill Band to have another rehearsal each week, thus preparing it for more frequent appearances before the school. He likewise is available for evening periods of instruction that should bring greater benefit to seventy-six beginning students from the Elementary Schools.

Mr. Morrison notes increased opportunities for instrumental students and hence a generally wider musical activity. Small groups, such as brass quartets, frequently play in chapel and at assemblies. Able performers are sent for extra instruction to the Settlement Music School on scholarships created by the Alumni Fund for Girard College. Some players living in Philadelphia were enrolled in the Temple University Summer High School Band, and their fees were paid by the Alumni Band and Orchestra Association. The Presser Foundation continues to make available five tickets to Philadelphia Orchestra concerts. We are always grateful for this rich opportunity.

Mr. Morrison notes a generally good morale among instrumental music students and states that the band rated among the better secondary school organizations of its kind. Young, inexperienced replacements for seniors who graduated in June have shown enthusiasm and willingness to work. Their improvement was evident at the Christmas Concert.

At the close of 1955 there were the following students taking instrumental music:

12th grade	13
11th grade	10
10th grade	15
9th grade	25
8th grade	26

The Concert Band had fifty-seven members and the Drill Band thirty-two. During the year these organizations participated in the following exercises:

1. Battalion drills and special events.
2. Christmas and Founder's Day Concerts.
3. Chapel exercises and assemblies.
4. Memorial Day ceremonies.
5. "May Day at the Zoo."
6. National Maritime Day Cruise of the Port of Philadelphia.
7. Exchange concerts with Olney High School.

The successful program in instrumental music is due in no small part to the devoted services of the Instructor, who goes the second and third mile to make music an educational and aesthetic part of a boy's life.

One of the most truly student supervised activities of Girard College is the Swing Band, which plays at all dances and is invited occasionally to perform at other schools. Financial assistance from the Alumni Fund has provided it with excellent equipment, and hard work by the student leader and his players results in superior grade music. Members of the group show a high degree of responsibility in the routine of their nightly practices and their frequent performances. Their labors do much to make the College dances pleasant and satisfying affairs. In 1955 they played for one dance at the Carson Valley School and for two at the Upper Darby High School.

SUMMER SCHOOL As far as is known, Girard College has always been in session from the day it opened. A few boys have no homes to visit; others are permitted for a variety of reasons to leave the College for only very short periods. There is always a summer population here for which we must provide, and our aim is to give these students an experience as different as possible from that of the regular year. Emphasis in recent decades has been placed

upon getting the maximum number away for a time, no matter how brief.

Most of our boys leave the College for varying periods during July and August. Mothers frequently can accommodate their sons at home for a few days, a week, two weeks, or longer. More students now enjoy the full vacation with their families. Yet there is always a summer population which changes in size from week to week and must be provided for with a constructive program. In addition to regular employees who work a part of the vacation, we are privileged to enjoy the assistance of able teachers from the Philadelphia Public Schools; the latter are of exceptional versatility. They make a contribution which is not only positive, but also varied from the familiar contacts of the academic year.

Mr. Charles K. Hay, supervisor of the Summer School staff, again comments in his report on the pleasant relationship between students and adults in the 1955 session. He notes an improvement in the attitude and conduct of boys attending the Summer School and congratulates the regular faculty upon the co-operative behavior and good manners of the group. Discipline problems were at a minimum; Saturday detentions, for instance, were unnecessary. There was a fine spirit of helpfulness and interest in the program. Appreciation was also expressed for the courtesies and efficiency of the College officers on duty.

Summer School students were provided with a varied program that included participation in parlor-games, handwork, art work, swimming, athletics, supervised play, assemblies, and the viewing of selected moving pictures. An innovation was the provision for individual lessons in instrumental music. Some boys were given instruction on two instruments. A minimum of thirty-five private lessons were provided each week, plus the customary group singing.

Of the Library the supervisor says, "The Girard College Library is always a source of interest to the boys. The excellent selection of books and the helpful guidance of the trained librarians (each of whom works a part of the summer) have added to its appeal."

Each year, Mr. Hay points out, the Summer School offerings are somewhat different and, the staff hopes, better. He regrets that a restricted budget has cut off certain desirable activities, including the individual tutoring in academic subjects formerly available. Nonetheless, he is able to say, "The program of the past summer was a fine educational and social experience for the boys who participated in it."

SOCIAL PROGRAM The fundamental aims and desired results of our social program have not changed over the eleven years of its existence. Its director, Miss Miriam McGhee, summarizes them thus, ". . . the actions and behavior of our students should always be summarized by the slogan: 'The Girardian — The Gentleman.'" She expands it to include the phrase, "not all gentlemen can be Girardians, but all Girardians can be gentlemen." Under her able direction progress is being made toward this goal, so important to our boys.

Because of the nature and the size of Girard, our older students need the benefit of many social opportunities. These are abundantly provided. All juniors and seniors may, if they desire, attend eight dances per year. Depending upon a boy's extra-curricular interests and activities, certain juniors and seniors are eligible to attend an additional six social affairs. It is, therefore, possible for a student with varied interests to participate on the campus in fourteen social occasions during a given year. We believe this represents a nearly complete, or at least a well-rounded social program.

The past year brought a continuation of our pleasant exchange of social affairs with various Philadelphia public and private schools. Individual boys and groups of boys have been invited to a variety of parties, as well as to dinner, at the homes of the young ladies whom they were escorting to their own class dances later in the evening. Among the schools and organizations which welcomed our older boys were:

<i>Hosts</i>	<i>Parties</i>
Girl Scouts	5
Carson Valley School	6

Lankenau School for Girls	2
St. Leonard's Academy	1
Foulke and Long Institute	3
Germantown High School	1
Germantown Friends School	1
Combination of Schools	3
	<hr/>
Total	22

One hundred and ten juniors and one hundred and forty-eight seniors enjoyed these group activities, while fourteen other boys were invited as individuals to other social events. The fact that two hundred and seventy-two Girardians were welcome guests in many places outside encourages us to feel that their manners and deportment are a credit to our social program and to the boys themselves.

The Alumni Fund for Girard College made possible the off-campus entertainment of the Student Council and the National Honor Society. The former dined at the Robert Morris Hotel and the latter once at Alden Park Manor and again at the Schwarzwald Inn. Dr. Morris Wolf, sponsor, and his wife also entertained the National Honor Society at their home.

For many years the boys of the junior class received dancing instruction. Recently, however, this instruction has been given in the tenth grade instead. Miss McGhee remarks that these younger boys are enthusiastic about the change. Among other things, it enables them to keep pace with their non-Girard friends so that they feel more at ease in their outside social contacts.

Two courses of instruction in the social amenities were offered, one to the ninth grade and a "refresher" course of six weeks to the seniors. While a lack of carry over from the ninth to the twelfth grade has been noted, yet the results seem good. The College has been the recipient of many compliments on the overall behavior of its students when they mingle socially with other boys and girls. Except with table manners in our dining rooms, progress is consistently noted. Here it seems not so much a lack of knowledge among the boys as carelessness in putting into practice what has been learned.

Few extra classroom activities at Girard College are more welcomed by our boys than the total social program. It can also be said that, under the Director's devoted leadership, it makes a contribution to our students that is both useful and lasting.

THE STUDENT CENTER

The Student Center finished another year of satisfactory service under the guidance of Mr. Caswell E. MacGregor, Jr., whose vision and hard work have made it into a genuine educational instrument. It is financially sound. The December, 1955, statement shows assets of \$1,347.82 and liabilities of \$690.95.

Sometime during the second semester of 1955-56, the Student Center will move to the old East Dining Room in Lafayette Hall. This arrangement will provide better and closer supervision of management, and the deliveries of material will be much easier. Founder's Hall will be spared the thousands of feet that now ascend to the second floor and the inevitable wear and tear that goes with a student activity. Mr. George H. Dunkle, Senior Resident Master in Science, in charge of Lafayette Hall, will take over the sponsorship from Mr. MacGregor.

During the past year the Center continued to offer those services which have become an established part of the College program. In addition to being open daily for the boys, it added to the comfort of our guests on Mothers' Days, provided refreshments for alumni functions, and contributed much to the festivities of the occasion on Founder's Day. Its two annual Canteen dances have also become an accepted and popular part of the social program.

As the Center leaves its original quarters for a first floor and more central location, one realizes how far it has come in five years. Today its sudden abolishment would leave a great void in the College service and remove the one spot where high school boys from all buildings can meet socially under normal circumstances. It has been a training ground for responsibility and integrity and, in general, has operated successfully with little adult supervision. A succession of student managers and their staffs have learned the feel of business, which will stand them in good

stead. The faculty sponsor has devoted hours beyond the call of duty to the supervision of the boys who worked with him. He will always be remembered as the practical and inspirational creator of the enterprise. Under his leadership it has become what we expect it to remain—namely, a means to an end, an educational instrument that serves, and is much more than a convenience, or a money maker. Mr. George H. Dunkle, who has had long experience in supervising student activities, believes in the pattern of the Center direction woven so splendidly by Mr. MacGregor.

HEALTH SERVICE The Director of the Health Service states that during 1955 the proportional number of illnesses and contagious diseases among Girard College students was below that recorded for the City of Philadelphia. There were no deaths among the student body, whose health and physical condition were well above average. Fifty-six operations were performed during the year; all of these were successful.

J. Donald Stone, D.D.S., Assistant Director of the Health Service and a member of his department for almost twenty years, died on February 19, 1955. His was a pleasing personality, which, when coupled with high professional skill, resulted in fine service to Girard College boys. Edward R. Coleman, D.D.S., for over twenty years orthodontist on the College staff, was made Assistant Director of the Health Service in charge of the Dental Clinic. He brings to the position not only superior ability, but long experience in the successful handling of Girard boys.

In common with many other institutions, Girard College has found it difficult to secure new and competent nurses. Note should be taken of the many occasions on which the veteran nurses on our staff have gone far beyond the call of duty to give extra service at times of shorthandedness. They are both professionally skillful and sympathetic with the boys under their care, exhibiting that compassion for youthful suffering so desirable in a boarding school infirmary.

THE BOYS

In 1955 there was further evidence of the boys' growing respect for scholastic achievement. The honor rolls at report periods were longer. Election to the National Honor Society was held in greater esteem. Students who took competitive examinations administered for granting scholarships and for other purposes outside the College did well. Two boys, for instance, scored at the 97th and 91st percentile respectively in the National Merit Scholarship examinations, and another at the 89th percentile. The fact that attendance at institutions of higher learning is a practical possibility for so many of the boys of our graduating classes is one factor that stimulates a desire to do better work.

The annual Hallowe'en parade for the younger classes was a noisy success. It is fun to dress up in costumes and disguises and march along behind a band, frolicking and doing all manner of things not possible at other times. The bonfire on the West Playground followed in due course this year without the arrival of a fire company. We warned them beforehand.

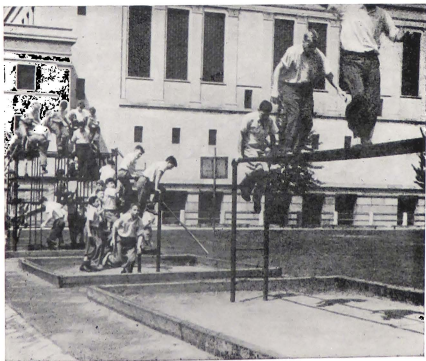
Another much appreciated affair is the party given by the Alumni Band and Orchestra Association after the Christmas concert for our glee club and band members. A sizable group, they are usually accompanied by their relatives and friends who have come in to hear and see them in action.

Under the supervision of Mr. Emil Zarella and Mr. Charles T. Cunningham, the boys have enjoyed a full and varied program of lectures and entertainments, financed by Alumni funds. Both upper and lower school groups have had programs suited to their age levels, but upon occasion, as with the University Glee Club, all attend together. Such affairs break the pattern of the weekly movie and provide pleasure and often highly informational and educational evenings.

Girard boys are provided with a number of television sets, most of them donated by the Alumni. These afford in and out-of-school viewing of educational and other programs by various groups. The whole Junior School, for instance, looked at the Walt Disney productions on Wednesday nights before retiring. Doubtless there are few places where the use of television is



STUDY PREPARES FOR CAREERS



SPORTS AND FUN

better controlled, both as to the type of program and the time spent with them. Nearly every section room has a set, as do all the dormitories for older boys. Their use familiarizes our students with the best productions that occur at a reasonable hour.

Our non-sectarian Chapel services and Sunday School lessons continued as heretofore. The boys are reverent and quiet when assembled. They have heard, during 1955, a number of unusually fine talks by visitors and members of our staff. The choir frequently provided anthems of beauty and depth of feeling. Boys of all ages are together only in the chapel. It is here also that the feeling of belonging to the group is developed; the spiritual concept of membership in something larger and finer than one's self is stimulated. While students at the College our boys have the opportunity to affiliate with the church of their family's choice, and recent evidence shows that the great majority of Girard graduates upon leaving the College continue this affiliation or become church members.

Student life at Girard College is gradually changing so that it resembles more closely that in other boarding schools. Perhaps the most interesting comment made by the recent Middle Atlantic States Association Survey Committee on Girard was the fact that the boys seemed much more normal in their relationships with adults. Since many of the surveying group had been here a decade before, their reaction was particularly significant.

We still have a long way to go, but there is evidence that student affairs are more largely and better run by boys than heretofore. There are fewer violations of trust and fewer examples of unwillingness to abide by unwritten agreements. A study of the number of "very objectionable" conduct ratings given in the whole College since 1951 shows a notable decline in their number as follows: 1951, 216; 1952, 244; 1953, 128; 1954, 70; 1955, 29. We believe that this reflects a growing understanding that staff and students can work together on a basis of respect and friendship, which promotes a smoother running school. Further progress depends to a degree upon the alteration of physical facilities, a project to which thought is being devoted.

THE STAFF

There was no unusual turnover in staff personnel during the year. Miss Sara J. Ramsay retired after forty-one years of excellent teaching in the Elementary Schools. Mr. John F. Barrett, who came originally as an instructor in Sloyd, finished his work in June after thirty-six fruitful years. He taught manual arts for the last quarter century and printing as well. Miss Mary L. Smythe who came as a librarian in 1928, closed a twenty-seven year career of fine service. All three will long be remembered by the hundreds of boys they met in their classes. Mr. Barrett's post was not filled. Mr. Joseph T. Wileman was transferred to Miss Ramsay's position, and Mrs. Josephine M. Kipping was appointed to Miss Smythe's place; both are well suited to their new jobs. In addition to the staff changes noted elsewhere in this report, Mr. Albert H. Schoell was transferred to the headship of the Department of Mathematics after the promotion of Mr. Karl R. Friedmann to Vice-President. The former's many years of experience and his devotion to duty should enable him to meet well the demands of his new job. Mr. Lauris R. Wilson was transferred to the position of Senior Resident Master in Business Education and Administrative Assistant, and Mr. Charles T. Cunningham was likewise made Resident Master in Science and Guidance and Administrative Assistant. These three promotions were a part of the general realignment which followed the appointment of Dr. E. Newbold Cooper as President and Mr. Karl R. Friedmann as Vice-President and Director of Secondary Education. Mr. George H. Dunkle, an alumnus of the College, was transferred from the position of Senior Housemaster to that of Senior Resident Master in Science, work for which he is well prepared.

Miss Carrie M. Frey, Teacher of Foreign Languages, and creator of our school affiliation with the Lycee in Caen, died in May. Her loss removed one of our ablest and most devoted teachers—one who did not spare herself in the interests of the Girard boy. In August, Mr. Frank D. Witherbee, retired Superintendent of Admission and Discharge, passed away. He was one of the men who was instrumental in developing a closer relationship between boys and adults at Girard College. Few persons have been

held in such high personal regard by our alumni as was he. His genial personality, his counseling based upon wisdom and spiritual insight, and his willingness to help others regardless of sacrifice, endeared him to hundreds of Girardians. Dr. Ralph L. Johnson, first of the Girard College psychologists, died early in the year. He introduced psychological testing into the admissions procedure; he was skillful also in handling maladjusted boys. His ability was diversified and his contributions to our school unusually fruitful. Also removed by death during the year were Miss Elizabeth Sharp and Miss Sophie R. Worthington, respected teachers retired from Elementary Schools positions, and Miss Jane M. Supplee and Mrs. Alice J. Courtney, both retired governesses of long service.

All schools today face the problem of securing good teachers in adequate numbers. Over the next decade we shall lose many of our able and experienced faculty members by retirement, and their replacement by young men and women of promise is a continuous challenge. It forms an administrative responsibility that perhaps overshadows all others, since maintaining the traditional service of the institution to the boys depends upon its successful completion. Girard College has always been served by outstanding instructors, who have maintained high standards and believed in the innate capabilities of their students. The quality of a boarding school is determined by the quality of the staff who mold the minds and character of the boys; they determine whether or not the house is founded upon a rock or upon sands.

The administrative reorganization in 1955 has in its first year been gaining the feel of the job before it. There is evidence that it enjoys the cooperation of the great majority of our personnel, as it strives to promote the feeling of unity of purpose and interest implied by the phrase "The Girard Family." Distinctions among areas of the College grow less sharply defined, and there is a growing understanding of the total purpose of our program. A chief concern is the desire to maintain the most satisfactory working conditions possible for boys and staff alike. We have reason to believe that standards are being maintained and in some

places strengthened by a mutual willingness to give one's best efforts.

ADMISSIONS AND STUDENT RELATIONS

After four years of productive service, Mr. John C. Hayward resigned as Director of Admissions and Student Relations to accept the position of Dean of Student Affairs at Bucknell University. His genial personality and high standard of achievement will be missed at Girard, even as it will be appreciated as a constructive influence on the campus at Lewisburg, Pennsylvania.

To succeed Mr. Hayward, Mr. Emil Zarella, '24, was promoted from the Office of Secondary Education, where he was Associate Director. He brings to the job not only a positive personality, but a deep-seated faith in Girard College and its works. His knowledge of all phases of the College life, based upon experience as a student, an alumnus, a staff member, and a supervisor, seem to fit him particularly for the task ahead. Under his leadership the department should continue the loyal and efficient service for which it has long been noted.

Mr. Thomas J. Corrigan was transferred from the post of Assistant Psychologist to Psychologist, where he continues to demonstrate a high quality of discernment and understanding of Girard boys and their problems. Mr. Robert O. Gleason was likewise transferred to another assignment, so that his psychological training could be used to better advantage. His competence in psychometry fits him singularly for admissions work.

The year 1955 ended with eleven unexamined boys on the application list, four less than the preceding year. The continuous admissions policy was maintained. One hundred and sixty-two boys left the College, of whom eighty-nine were graduated; this compares with one hundred and twenty-nine and sixty-seven respectively for 1954. Fifty-seven percent of the applicants examined in 1955 were admitted.

The Director mentions the effective handling of the counseling program under the supervision of the Psychologist. Two hundred and eighty cases were involved, of which forty-eight were active at the close of the year. The two Resident Masters in

Guidance have made possible a widening of this service to the benefit of many boys. Prognostic examinations of sixth grade pupils, which had lost much of its value with the elimination of ninth grade screening, has been discontinued. This enables the psychiatrist to devote more time to the therapy of the more serious problem cases. Job placement service finds many more openings than we have candidates. Our present problem is to maintain the good will of employers, who must be told that no one is available for the vacancies they report.

Appropriations from the Alumni Fund for Girard College were most helpful to the work of the Department, both in the overall testing program and in the speech therapy. The former was greatly aided by voluntary test-scoring on the part of Mr. Corrigan and his wife. The latter provided help for fifty-four boys, but there were thirty-four others on the waiting list for this important service. More funds for both from the above-mentioned source are expected for next year.

Fifty-one alumni attending college received \$15,890.30 in scholarship aid, an increase of two students and \$4,201.30 over 1954. Sixty-four former students withdrew \$33,474.33 from their trust accounts for educational or maintenance purposes, a decrease of fifteen in the number of boys, or 19%, and an increase in amount of \$12,063.17, or 56%. Forty-four different colleges and universities received payments from these funds. One hundred and fifty former students are attending fifty-one different institutions of higher learning almost without scholastic failure.

A new all-purpose pamphlet is in preparation, as is a revised school prospectus. It is expected that Alumni funds will enable us to edit the present Girard College film, preparatory to ordering new prints to replace those worn out through constant use.

The Alumnus Representative program continues active. Meetings in May and November led to an enthusiastic analysis of the admission situation and plans for greater participation by the College administration. Six Girard mothers' clubs, located in Wilkes-Barre, Pittsburgh, Bethlehem-Allentown, New York City, Reading, and Washington foster a better understanding of the

College and its objectives. The Office of Admissions and Student Relations regards its duties with a sober understanding of their importance in maintaining the strength of the school.

ALUMNI

The organized body of the Girard Alumni is becoming increasingly appreciated and useful. Long before it was formally chartered, individuals and groups of graduates had in many and various ways helped their Alma Mater in act and deed. The President of the Girard College Alumni for 1955 was requested to forward a brief outline of the status and activities of the organization which he heads. The following paragraphs include the material he furnished; much of it is quoted verbatim.

In 1949 the Girard College Alumni joined those alumni bodies which engage in an annual giving program of financial aid for their respective institutions. Since that time, more than \$90,000.00 has been raised. In 1955, a substantial record was established with more than \$21,000.00 subscribed. It is now the announced purpose of the Alumni to increase its support in subsequent years as the need may arise. At the same time the Alumni has embarked upon a long-range plan aiming to strengthen its own capital status. Increasing numbers of alumni have expressed an interest in making bequests of sizable amounts for various purposes, and it is most encouraging to note that the present is being strengthened and the future assured. It is further noted that the Girard College Alumni has eased the way for many former students to continue their post-high-school education at institutions of higher learning by means of a non-interest-bearing Student Loan Fund, the recommendations for which are monitored by the Administration of the College.

A relationship which would not be otherwise possible between the College Administration and the Alumni has endured most satisfactorily as the College continues to provide quarters for the Alumni Secretary and meeting facilities for Board of Governors' and Alumni Committees. Frequently, the President and other members of the College Staff are invited to these sessions; thus close personal contact is maintained.

As the activities of the alumni body have expanded and

more former students are participating in its work, it is very impressive to see how widely represented are the graduates in responsible positions in almost every conceivable field of endeavor. In the professions, be it the clerical, the medical, the teaching, or the legal, as well as in all forms of business and industry, Girard graduates have reached high levels of responsibility.

There are today approximately 6500 living alumni of Girard College. Of this number more than one-third have affiliated themselves with the Alumni Association. This unusually high percentage is gratifying and stimulates a just feeling of pride in the loyalty of former Girardians.

The Alumni Fund for Girard College again provided almost \$13,000.00 for the enrichment of the lives of our students. Many of the nice things that boys like, but which were ruled out by our economy program, have been restored. They include trips for various student groups, the Washington trip for Seniors, special instruction in music and art for talented boys, spending money for boys who have none, remedial instruction, speech therapy, and many others.

As a result even the younger boys feel closer to those who have graduated than they would otherwise. The concept of an interested, functioning alumni body is early developed in the students' minds, and they more readily accept the responsibility of helping with its work when their time to do so arrives. Future years will continue to strengthen the already notably close bonds between our school and its alumni, who are so vitally concerned with the well-being and progress of their Alma Mater.

BUSINESS OPER- ATIONS AND PHYSICAL PLANT

We shall long remember 1955 as the "Year of the Burglary." It was on April 14th that armed robbers tried to break into the President's Office for the purpose of forcing the vault there. The damage resulting was fortunately slight, and no money was stolen. For some reason the thieves believed that we pay our staff with cash; checks have been used for many years. We tried to furnish all assistance requested by the police and appreciated their courtesy and efficiency.

Considerable maintenance work was completed during the

year, yet it was no more than enough to keep our property and installations in a minimum state of good repair. Recent periodic building inspections have indicated that over the past decade a number of places have grown rather shabby. The furnishings are appreciably worn and in many cases are sparse and undesirable. The painting and lighting of many interiors leave much to be desired. A general program of improvement in all these areas including restrooms and employees' quarters, is needed to the extent that additional funds can be made available for this purpose.

Nevertheless, the buildings and equipment of the College were maintained in serviceable condition during 1955. A new boiler feed pump and turbine drive was installed in the powerhouse; major repairs to the campus lighting system were made; the roadway at the north end of the Infirmary was widened to facilitate a better flow of traffic; a new public address system was placed in the Chapel. In the Junior School a new motor-driven compressor and chiller for cooling the drinking water supply throughout the entire building was installed, the existing system in the House Group was overhauled, and new refrigeration equipment, including water cooling adjuncts, was placed in the Dining and Service Building.

High School dormitory first floors were completely equipped with new window shades, an expensive project. New shower baths were installed in housemasters' rooms in both Allen and Bordeaux Halls. Asphalt tile was laid on the second floor corridor of Bordeaux Hall, while in Banker Hall one of the housemasters' rooms was enlarged. In the Library new cabinets for music recordings were also installed in the Alumni Memorial Room. These and others represent the endless and costly maintenance jobs that are continually in progress.

All clothing changes in Girard College require time, as there is inevitably a large quantity of the discontinued item on hand to be used up economically. The new type garment must undergo experimentation by actual usage, so as to adapt it realistically to our purposes. Experience has led to the development of specifications which lead to long-wearing, good-appearing clothes. We

quently must endure unjust criticism. Maintenance, clothing shoe shop, housekeeping, food service and laundry functions continue to make their important contributions to our work at a high level of efficiency despite increasing difficulties. Their cheerful and cooperative attitude is a stabilizing influence during a period of change.

The total actual 1955 expenditures for the maintenance of Girard College, aside from extraordinary non-recurring expenditures, retiring allowances, group insurance and Old Age and Survivors Insurance (Social Security), amounted to \$1,831,480.25, a decrease of \$75,290.24 compared to the corresponding figure for 1954. The average number of students maintained was 1094, which represents a decrease of 63 below the figure for 1954. The per capita cost for 1955 was, therefore, \$1,674.11, an increase of \$26.09 or approximately 1.55% above the 1954 figure. The addition of retirement allowances totaling \$182,455.51, the cost of group insurance, totaling \$17,091.81, and the Old Age and Survivors Insurance (Social Security), totaling \$25,450.72, to the ordinary expense yields a total of \$2,056,478.29, for ordinary expenditures. Within this total, the per capita cost based on a census of 1094 is \$1,879.78, an increase of \$26.44, or 1.42% above the 1954 figure.

CONCLUSION

The past year has been one of quiet progress. There were no important physical changes in grounds or buildings, but a large amount of necessary maintenance work was carried out. More members of the staff became residents, and the problem of providing suitable quarters to house them is an imperative one.

Likewise, there were few outstanding events, but the visit of two prominent Guatemalan educators should be mentioned. On the same day that President Eisenhower entertained the President of the Guatemalan Republic, Messrs. Ricardo Reyes and Manuel Rojas came to Girard College. The former is the director of a boys' school and the latter a teacher of languages and natural sciences in a vocational school. These gentlemen, who were guests of the State Department, returned for a second survey of our work in business education. After having visited a representative

group of our eastern secondary schools, they expressed themselves as particularly impressed with the Girard College dual curriculum and its contribution to our boys. They were accompanied on both occasions by a university professor, Dr. Elio Gianturco, who was an able and understanding interpreter.

In the spring the child-care staff of the Children's Home of Easton, Pennsylvania, visited the College. That institution is headed by our alumnus, Mr. Thomas F. Triol, '37. His letter thanking us for our hospitality concluded thus:

"Personally, I have never felt the impact of the place so strongly as I did in my recent visit. Perhaps this was due to the objective approach used. The real marvel of Girard, in my estimation, is that it is one of the very few places that can carry through completely its purpose and function. This alone should point out to our modern society the unique value of a place such as Girard College. In these times of extreme duress special effort should be made to keep Girard intact and that, insofar as possible, the tenets of the Will be defended; not so much from the standpoint of social justice but from the point that Girard is one of the very, very few institutions in our country *capable* of performing its stated function."

Despite the enforced economy program of recent years, Girard still offers broader educational opportunities than would usually be available for its students elsewhere. Such visits as those described above emphasize that fact. When it is seen through the eyes of trained observers, our program appears extensive and qualitatively sound. In a day when tolerance of the mediocre is an accepted condition in many crowded and undermanned schools, Girard is still able to insist on good standards of study and achievement. Obedience without servility, courtesy, consideration for others, and a co-operative spirit are strongly evident. Emphasis is placed on the development of appreciation of the need of good health habits, cleanliness, and a simplicity in dress and taste. In these respects Girard College may be thought of as a kind of oasis in the midst of a great and tumultuous city, which yet holds

fast to vital characteristics of a liberal and all-round education, that are essential to any good school.

A mother who enters her son in Girard College probably has more reason than ever before to be grateful for its care of him. Because it is rich in those things that widen interests and discourage juvenile delinquency, students are spared many current temptations. There is athletic opportunity, formal and informal, from the first grade forward. An unusual library offers reading materials not available to most boys.

In Girard it is rare that we hear the common complaint of childhood, "There's nothing to do." All go to school together; all study at the same time. If you want to play games, watch television, play chess, or listen to good music, someone else in your group also wants to. No matter what your interests are, close by there are others who share them. No street corners beckon; no gangs plot evil doing.

But even more important is the contact with men and women who are fond of children and believe in their potentialities. They do care what happens to individual boys of whatever age. They are concerned with giving the best of themselves to those whom they supervise. Tender, loving care is no idle phrase in their vocabularies. Character develops best by contact with those who have it, who insist on standards of behavior, industry, and cooperation, but who are just and ready to give help or comfort. Never before has there been a closer relationship between staff and students, and it grows.

The writer of this report wishes to express his gratitude for the guidance and thoughtfulness of individual members and of the Board of Directors of City Trusts as a whole. They have been patient and tolerant as a new administration felt its way into a challenging task. Yet because they are men of great perception and are accustomed to dealing with large affairs, any other attitude would be unusual. Few schools are so fortunate as to be governed by so able a body.

We record with sorrow the passing in 1955 of two long-time members of the Board of Directors of City Trusts, Mr. Effingham B. Morris, Jr., and Dr. Thomas A. Shallow. The former

had served as a Vice-President of the Board, and the latter was Chairman of the Household Committee. Both men showed a genuine interest in Girard College and were devoted to its well-being. We shall greatly miss their discerning judgment and keen analytical powers.

To the Vice-President and the Business Manager of the College particularly, the writer wishes to express his deep appreciation for their consistent help and understanding. The entire Girard staff went out of its way to make easier the task of the new administration, and we are grateful. Their enthusiasm for boys continues to foster an ever closer and more productive adult-student relationship. We are building a versatile team, which means better service for students, older and younger, as we strive towards the realization of our Founder's vision, "a better education" for the foster sons of Stephen Girard.

Respectfully submitted,

E. NEWBOLD COOPER

President

APPENDIX A

CHANGES IN STAFF IN 1955

APPOINTMENTS

Mary M. Glowatch, R.N., General Duty Nurse	April 4
Edythe M. Carback, Supervisor of Food Service	April 18
Anne E. Desobeau, Governess, Elementary Schools	September 1
Howard R. Eldredge, A.B., Resident Master in Foreign Languages	September 1
Nicole Hebert, Resident Teacher in French	September 1
Josephine McG. Kipping, B.S. in Ed., Assistant Librarian	September 1
Fletcher S. Cooper, B.S., M.A., Resident Master in Physical Education	September 1
Donald J. Johnson, B. of Ed., Resident Master in Social Studies	September 1
Gabriel G. Verbick, B.A., Resident Master in English	September 1
Joseph A. Rosi, B.S. in Ed., Resident Master in Elementary Education	September 1
Peter Mironenko, D.D.S., Assistant Dentist	September 21
Michael V. Chiodo, A.B., Substitute Housemaster, Secondary School	November 14

RESIGNATIONS

Catherine Gagliardi, R.N., General Duty Nurse	April 30
Mary M. Glowatch, R.N., General Duty Nurse	July 27
William A. Yottey, B.S., Resident Master in Social Studies	August 31
Marian E. Veals, B.A., Governess, Elementary Schools	August 31
Eleanor M. Zdanowicz, B.S., Substitute Governess, Elementary Schools	August 31
John S. Boutilier, B.S., Ed. M., Resident Master, Elementary Schools	August 31
John C. Hayward, A.B., A.M., Director of Admissions and Student Relations	August 31
James D. B. Weiss, Jr., B.S., Housemaster	August 31
John E. Charlton, B.S., Resident Master in English	August 31
Howard C. Nesbitt, B.A., M.A., Ed.D., Resident Master in Physical Education	September 1
Theodore Kurta, D.D.S., Assistant Dentist	September 16

TRANSFERS

Edward R. Coleman, D.D.S., Orthodontist to Orthodontist and Assistant Director of the Health Service	March 1
E. Newbold Cooper, B.S., A.M., Ed.D., Vice-President to President	May 1
Karl R. Friedmann, B.S., A.M., Director of Secondary Education to	

Vice-President and Director of Secondary Education	May 1
Malcolm J. Nicholson, A.B., A.M., Associate Director of Elementary Education to Director of Elementary Education	May 1
Ernest L. Ogden, Jr., B.S., Resident Master in Elementary Education to Assistant Director of Elementary Education	May 1
Charles T. Cunningham, B.S., Ed.M., Resident Master in Science and Guidance to Resident Master in Science and Guidance and Administrative Assistant	May 1
Emil Zarella, A.B., Associate Director of Secondary Education to Director of Admissions and Student Relations	September 1
Thomas J. Corrigan, B.S., M.A., Assistant Psychologist to Psychologist	September 1
Lauris R. Wilson, B.S., Resident Master in Business Education to Resident Master in Business Education and Administrative Assistant	September 1
Albert H. Schoell, B.S., A.M., Teacher of Mathematics to Head of Department of Mathematics	September 1
George H. Dunkle, B.S., Ed.M., Senior Housemaster to Senior Resident Master in Science	September 1
James B. Fisher, A.B., M.A., Housemaster to Substitute Housemaster	September 1
Kenneth T. Fleming, Junior Housemaster to Housemaster, Elementary Schools	September 1
Patricia B. Hartman, B.S., Resident Teacher, Elementary Schools, to Substitute Resident Teacher, Elementary Schools	September 1

RETIREMENTS

John F. Barrett, Senior Manual Arts Teacher	August 31
Mary L. Smythe, B.S., Assistant Librarian	August 31
Sara J. Ramsay, B.S. in Ed., Teacher, Elementary Schools	October 31

DEATHS

Elizabeth Sharp, Retired Teacher, Elementary Schools	February 5
Dr. J. Donald Stone, Assistant Director of the Health Service	February 19
Dr. Ralph L. Johnson, Retired Psychologist and Teacher of Special Class	March 10
Miss Jane M. Supplee, Retired Governess	March 15
Miss Carrie M. Frey, Teacher of Foreign Languages	May 12
Mr. Frank D. Witherbee, Retired Superintendent of Admissions and Discharge	August 10
Mrs. Alice J. Courtney, Retired Governess	October 25
Miss Sophie R. Worthington, Retired Teacher, Elementary Schools	December 21

APPENDIX B
STAFF OF SUMMER SCHOOL, 1955

Supervisor

Mr. Charles K. Hay

TEACHERS

Mr. I. Edward Branhut
Mrs. Ethel F. Davis
Mrs. Dorothy H. Furman
Mr. Jacob D. Geiger
Miss Laura Harman
Mr. Stanley F. Kasprzyk

Mr. Max Kushner
Mr. William H. McClintock
Mr. Edmund O. Mueller
Mrs. Kathryn R. Read
Mr. Norman B. Shrenk

APPENDIX C

GRADUATES

Following are the names of those who were graduated from the College in 1955:

William Begosh
Arthur William Bitting
Philip Ronald Blankenstein†
Nicholas Churchina Bosnic
Samuel Edward Brown
Stephen Aaron Bufty
Thomas Burns
Anthony David Caruso
Albert Roland Castagliuolo
Alvilee Joseph Casterline
Dennis Leonard Casterline
William Henry Dawejko
John Michael Demcisak†
Donald Peter Dennis
John Joseph DiGregorio†
Charles Joseph Dougherty
John Arthur Duly
Anthony Esposito
Theodore Charles Essex
John Francis Evans
Joseph Martin Fern
Edward Hugh Finn
Robert Charles Ganther
Dominic Garguile
Walter Albert Groehnert
Gregg Lester Hodgson
James Samuel Holt†
Elroy Harry Houser
Harold Jacobs
Paul Richard Jenkins
William John Jones
Martin Ingwald Kleppe
Andrew Knapka
Robert John Lambert
Arnold Frank Leftwich
William Eugene Liberty

James Roy Long
Clement Joseph Makowski†
William Charles Manley
Paul Arthur Marquette
David Luther Marsee†
Robert Martini
Thomas Francis McHugh
Donald John McNelis
John Joseph Miller
Robert Minemier
Albert Abdella Mitry
Richard Charles Moody†
John Lothian Morell
Gerald Patrick Mulvaney
Irving Charles Nathanson
David Livingstone Newlands†
Thomas Paul O'Donnell
Hugh Walker O'Neill
Robert James Pegg†
Norman George Pitt
Robert Popdan
Stanley Paul Rimdzius†
John Wesley Rincer
David Lewis Robenalt
Keith Arnold Roberts
John Bruce Ruckle
Robert Ryan
Bernard Joseph Schein
Jack Thomas Schmutz
George Simonof†
Norman Ellis Skversky
Charles Marshall Slack
James Slover
Albert Smith
Charles Joseph Smith
Frederick Schroer Smith†

William Louis Smith
Constantine Stamatio
Robert Stoner
Caleb Morris Taylor
Robert Allen Thomas
Norman Duane Tilton
Arthur James Trofe
Howard Francis Wallace

Harold Groves Watkins
John Robert White
Maurice Sprole White
Edward Frank Wilkins
John Vincent Wilson
Robert Benjamin Wilson
Michael John Wodarek
William Bruce Womer
Bruce Allen Young

†Member of National Honor Society